

Spring 1-15-1999

ENG 1001-012: Composition and Language

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SPRING 1999
ENGLISH 1001C: COMPOSITION AND LANGUAGE



Instructor: Thom Schnarre
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 Phone #: 348-0758 (Home)

Section: 012 6:00-7:15 MW
 Office Hours: 3:00-4:30 MW
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Description: This course introduces the reading and writing of expressive, expository and persuasive essays. Attention is given to effective expression, clear structure, adequate development and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.

Guidelines: All students with an ACT English score of 15 or above (13 on the old ACT) are placed on English 1001C. Students with ACT scores below the cut-off-- or with no ACT score on file-- are placed in ENG 1000, Fundamental English, a basic review of grammar, punctuation, and spelling, which also includes instruction in writing sentences, paragraphs and brief essays.

This course instructs the student in writing from both a personal and objective perspective, writing persuasively, adequately developing ideas in sentence and paragraph form with maximum clarity, using standard English in both thought conveyance and syntactic construction, using and documenting sources to support an argument, developing skills in critical reading and analyzing and editing their own writings.

Texts: Axelrod & Cooper's, The St. Martin's Guide to Writing, 5th ed.
 Miller, Prentice Hall Reader, 5th ed.
 Toby, Fulwiler, Hayakawa, Blair Handbook, 2nd ed.
 A standard college-level dictionary

Graded Essays/ Exams: Three 4-6 page, double spaced typewritten essays, A research project in three sections: One 4-6 page argument support, One 2-3 page opposition report and a 5-7 page, double spaced and typewritten research paper integrating both previously mentioned sections and addressing instructor commentary and a 16-22 page reader response journal based upon assigned readings and research materials. **There is no final examination in ENG 1001C.**

Grading Policies: Each student will complete an in-class diagnostic writing, which will be ungraded. Each student will write six major essays. Failure to complete **all assignments** will result in a grade of N/C for the course. The final course grade will be computed on the basis of possible 600 points. These break down by paper as:

- 50 pts. - Electronic Reader Response Journal
- 100 pts. - Narrative Essay
- 50 pts. - Collaborative Comparative Analysis Essay
- 100 pts. - Controlled Source Research Project
- 75 pts. - Background and Argumentation or Problem/Solution Research Essay
- 25 pts. - Opposition Report
- 100 pts. - Research Paper Combined
- 100 pts. - Class Participation

The final grades will be computed according to this scale:

- A = 600-540 pts.
- B = 539-480 pts.
- C = 479-400 pts.
- N/C= 399- 0 pts.

Each essay will be evaluated according to an analytic scale. This scale divides your grade among five factors: organization, logic, development, style, structure and mechanics and planning and reader consideration. Each essay will have a different stress of points to be determined by me and divided accordingly.

Attendance Policy: This course involves a great deal of class participation and so it is essential that you attend class. **If you have more than four unexcused absences over the course of the semester, your course grade will drop one full letter grade for each subsequent absence. In other words seven or more unexcused absences will result in a course grade of N/C.** Persistent lateness will also result in a grade deduction, with three latenesses equaling one unexcused absence. If you are absent due to illness or personal emergency contact me as soon as possible to discuss the nature of the absence.

Late Work: Late assignments will receive a grade penalty to be determined by me based upon the reason for, consistency of and duration of the lateness. **No late work will be accepted after 11/13/98.** If all essays are not submitted, the student will receive a grade of N/C for the course.

ENGLISH DEPARTMENT STATEMENT CONCERNING PLAGIARISM

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)-- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assignment and a grade of N/C for the course, and to report the incident to the Judicial Affairs Office.

Reuse of essays written for previous classes is NOT recommended, due to problems with adhering to SPECIFIC assignment guidelines. In many courses, submission of previously used, unrevised material is defined as plagiarism. For these reasons, essays submitted for evaluation in this course SHOULD NOT have been used in previous courses without instructor approval and THOROUGH revision.

INFORMATION FOR STUDENTS WITH DISABILITIES

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

COMPUTER LAB POLICY

The lab sessions should be looked upon as an opportunity to write and get assistance from both your instructor and peers. Conference and composing time are allotted in these sessions, and research opportunities will occur during the final section of the course. These times should be viewed as valuable and managed as such.

Composing sessions should be spent working on current assignments, revisions and/or journal entries. Research sessions should be focused on research or composition of the assigned project. Your instructor views any non-productive use of the computer as disruptive. Viewing of "adult" or non-course related sources would be grounds for dismissal from the lab session. This dismissal will be recorded as an **unexcused absence. Two dismissals from the class for this reason will result in a course grade of N/C.**

TENTATIVE SYLLABUS

(All dates and reading subject to change if class needs dictate.)

Week 1- Course Introduction

1/11-15- Course introduction and syllabus review. In-class placement essay.

Week 2- Writing about Personal Experiences

1/18-22- **No class 1/18- MLK Birthday**

Discuss Reader's response journal and Narrative Essay.

Have read: *St. Martin's* "Narrating" 481-90 and "Remembering Events" 19-41; "Cueing the Reader" 465-80.

Week 3

1/25-29- In-class discussion and revision of sample essay. Review essay examples.

Have Read: *St. Martin's* "A Catalogue of Invention Strategies" 429-40; *Hall's* Hugh's "Salvation" 90-4.

Writing Groups: Narrative Rough Draft due at beginning of class on 1/27.

Week 4

2/1-5 - Discuss composing concerns and revision needs. **Narrative Revision due at end of hour on 2/3.**

Week 5- Analyzing Others Writings and Writing Collaboratively

2/8-12 - Discuss Collaborative Comparative Analysis Essay.

Have read: *St. Martin's* Rafferty and Wolcot articles 294-97, 304-307; "Justifying Evaluations," Basic Features 315-16. *Hall's* Jordan's "That Lean and Hungry Look" 243-48, and Tannen's "Gender Gap in Cyberspace" 255-59.

Meet groups and receive packets.

Week 6

2/15-19- Group work.

Week 7

2/22-26- Group conferences. **Collaborative Essay due at end of hour on 2/24.**

Week 8- Writing About Non-Personal Issues and Utilizing Sources

3/1-5 -Discuss Controlled Source Essay; source use and direct quote, paraphrase and summary.

Have read: *St. Martin's* "Arguing" and "Paraphrasing" 526-43; MLA style intro *Blair Handbook Research section*.

Review handout of Miriam Horn's "Memories: Lost and Found."

Week 9

3/8-12 -View Ultimate Betrayal

SPRING RECESS –3/15-19

Week 10

3/22-26-Discuss source use to validate opinion. Field questions re: sources and documentation.
Journals due 3/24.

Week 11

3/29-4/2- Writing Groups: Controlled Source Essay Rough Draft due 3/31.
Controlled Source Essay Revision due at end of hour on 4/2.
Discuss Final Research Project.
Have read: "Taking a Position" *St. Martin's* 201-24. *Hall's* The New Yorker's "Help Sex Offenders" 447-52; Glantz's "The Anti-Smoking Campaign That Tobacco Loves" 466-71.

Week 12- The Research Portfolio- Building an Academic Argument

4/5-9 -Topic conferences 4/5.
Discuss MLA documentation and format needs.
Have read: MLA Research Example: *Blair's* Research Section *St. Martin's* 544-629.

Week 13

4/12-16-Writing Groups: Background and Argumentation Rough Draft due 4/14.
Background and Argumentation Revision due 4/16.

Week 14-The Research Portfolio- Examining Opposing Views

4/19-23- Work on opposition report. **Opposition report due 4/23.**

Week 15-The Research Portfolio- Addressing Commentary and Editing Text

4/26-30- Essay's returned. Field your questions and concerns about final revision.
Completed Research Portfolio due with all previous drafts by 4 p.m. 4/30.

THIS COURSE WILL NOT MEET FINALS WEEK!
Enjoy your summer!